

# Kentucky Teacher

SEPTEMBER 1999

## Teachers, do you have the technology you need?

By Fran Salyers  
Kentucky Department of Education

You're with other teachers at a professional development event, and everyone's making plans to discuss teaching techniques — by e-mail.

You hear rave reviews about a new lesson plan that sounds perfect for your class, and the plan outline is free — on the Internet.

You read an article about students doing independent research, discussing issues and ideas with experts, and comparing findings with students in other states and nations — using networked computers.

Technology in schools: It's not just "nice to have" anymore; it's a "must have," says Lydia Wells Sledge, a director in the Department of Education's Office of Education Technology. "Technology is now a basic tool for teachers and students, as necessary as paper and pencils and books," she said. "Without it, classroom management, professional growth, communication, instruction and learning fall behind."

Associate Commissioner David Couch reports that Kentucky Education Technology System funds have been available to districts since 1992 to "equitably fill the basic technology

toolbox" in every school and classroom. Couch explains:

"KETS funds are meant to buy what we call the basic tools (see box).

The goal is to give students equitable access to the most modern technology tools and information in all parts of the curriculum. This access will help students obtain skills and confidence that will enhance their learning experience in the classroom and make them highly marketable in the work force once they graduate."

State KETS funds are made available to districts in the form of "offers of assistance." A district receives the funds by matching them dollar for dollar until it fills its basic technology toolbox.

Couch said the state has allocated enough money for these offers of assistance to fill every district's toolbox when the state funds are supplemented with the required local match.

"Kentucky is second only to Hawaii in per-student funding for education technology," Couch said. "Of course, the key is to keep the technology refreshed and modern from this point forward so we don't lose our lead over other states."

Couch said most districts have been successful in matching KETS funds during the past two years. "They see the educational and economic impact technology tools can make for students," he said. "They recognize, as does a recent economic study of all states, that Kentucky's KETS program is the state's top economic initiative for the future. I find it encouraging that

these districts have been going 95 cents beyond each required matching dollar. To me, this is an indicator that they value and understand the importance of technology in their schools."

Couch added that a low percentage of districts (see Page 4) has not invested local matching dollars to receive state KETS funds. Last school year, more flexibility was added to the process. Districts con-

tinue to have more options, including the use of certain federal dollars for their local match. Technology consultants at the state and regional levels are available to help districts identify sources of funding that qualify for the first time as local matching dollars.

(See "Technology Toolbox," Page 4)

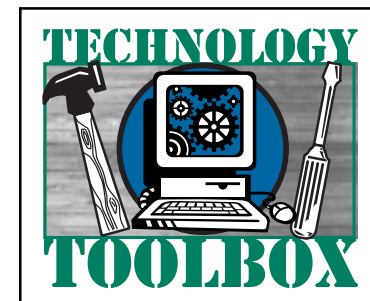


Photo by Rick McComb

Amy Orbersen, a teacher at Hustonville Elementary, guides primary students as they use computers and instructional software to create bar graphs and pie charts. For more about this Lincoln County school's uses of technology, see Page 6.

### The Basic Technology Toolbox

The Kentucky Education Technology System calls for all schools to have the same basic technology tools:

- telephone access in every classroom;
- video access in every classroom
- one KETS-standard, networked computer for every teacher, with access to productivity software (word processing, spreadsheets, presentations, database), e-mail, the Internet and other instructional software;
- one KETS-standard, networked computer per six students, with capabilities the same as for teachers.



# Commissioner's Comments

By Wilmer S. Cody, Commissioner of Education

## Kentucky schools hope to score an 'A' with new Report Card

Student report cards won't be the only progress report going home with Kentucky public school students this year. In December, a new School Report Card will be sent to the household of every Kentucky public school student.

House Bill 53, passed by the General Assembly in 1998, mandates the distribution of this new report to every student's family. Even if the law did not require it, schools would be smart to produce and distribute such a report on their own. National research shows that parents and guardians who understand what is happening in their children's schools are more likely to support the schools' goals and get involved in school improvement.

Kentucky's School Report Card is designed to give parents this understanding. The report will include information parents have told us they want, expressed in language parents have told us they understand, in a concise format parents have told us they would read. Parents have told us these things through their participation in 16 focus groups and many committees that were instrumental in developing the new report.

The report card will answer questions parents are asking:

- How are students at this school performing on Kentucky core content and nationally normed basic skills tests? How do their scores compare with those throughout the district, the state and the nation?

- How successful is this school at getting students to come to school, stay in school, and learn what they need to know for a smooth transition to the next grade level or beyond high school graduation?

- How many of the teachers have college majors or minors in the subjects they teach? How many teachers have at least a master's degree?

- How much money does this school spend per student?

- What is the student-teacher ratio?

- Do students and teachers have Internet and e-mail access? What is the student-computer ratio?

- To what degree are students' families and the community involved in school planning, decision making and student support activities?

- What does this school do to make the school environment safe?

- What are this school's plans for improvement?

- How much progress is this school making toward the performance goal

set for the year 2014? (This information will be on the report card starting in 2001.)

By putting the answers in parents' hands, schools reinforce the message that families are important partners in education. The report will be an especially sturdy bridge between schools and parents when it is supported by year-round communication efforts such as sending home graded papers, student work folders and notes commending student achievement; holding teacher-parent conferences and parenting skills workshops; and hosting family activities at the school.

The School Report Card will be a helpful tool for districts and schools, too, providing educators a profile of what they have accomplished and an opportunity to take pride in their achievements. It also will help all of us focus on areas that need improvement.

Department of Education staff have been working to make sure Kentucky's School Report Card is of the highest quality while requiring a minimum of local resources to produce. In October the department will send each district a set of customized templates — one for each school — with the majority of the required data already filled in.



Districts and schools will fill in the local information on each school's report card.

While the report card represents additional work and expense for districts and schools, the department is doing everything it can to make this a smooth and cost-efficient process. Following this first-year launch, we will continue to seek feedback to guide the Kentucky Board of Education in developing the regulation that will formalize the report card for future years.

The School Report Card is an important project that, I believe, will facilitate parental involvement in ways that will surprise and excite us. I am confident that, when all the work is done, Kentucky's will be the best school report card in the nation and our schools will have a closer, more positive connection with parents.

*E-mail questions about the School Report Card to [kyteach@kde.state.ky.us](mailto:kyteach@kde.state.ky.us).*

## Kentucky Teacher FORUM

### Open Discussion About Public Education

- Now that education reform is approaching the 10-year mark in Kentucky, what do you think is reform's single greatest success?

- Is there one thing about reform that has not met your expectations?

Send your response or comments on this topic to *Kentucky Teacher*. Include your name, mailing address, phone number, school and grade level. We will assume we have your permission

to publish all or part of your response, with your name and school affiliation, unless you state otherwise.

- Send by e-mail to [kyteach@kde.state.ky.us](mailto:kyteach@kde.state.ky.us).
- Send by U.S. mail to 1914 Capital Plaza Tower, 500 Mero St., Frankfort, KY 40601.
- Send by fax to (502) 564-6470.

Watch future issues of *Kentucky Teacher* for responses.

*Pam Clemons is a veteran teacher on temporary assignment in the department's Office of Communication Services. Her responsibilities include communicating with educators and the general public about the Commonwealth Accountability Testing System. This article is an open letter to her fellow teachers throughout Kentucky.*

# 'These people know what they're doing!'

**One teacher's unexpected discoveries about Core Content Tests scoring**

What a difference a year makes. Last year at this time, I was a Fayette County middle school teacher anxiously (and I mean anxiously, not eagerly) awaiting the scores from the previous spring's state tests of student achievement. This year I am working in Frankfort at the Department of Education. Yes, I'm one of "them," at least temporarily.

In my new situation, I have witnessed state test scoring with my own eyes. What I saw surprised me, and I must share the experience.

Like many of you, I have agonized over state tests being scored by strangers who couldn't possibly understand Kentucky's high-stakes system. We know that, no matter how accurate we try to be, we make scoring mistakes ourselves. Most of us doubt that people working several states away under a state contract could score our tests any better.

In July, I was invited to observe the scoring of our first Kentucky Core Content Tests. This was my chance to confirm my suspicions about the scoring procedure! I went to Minnesota, where I spent three days visiting the offices, scoring sites and warehouse operations of Data Recognition Corp., the contractor for processing and scoring the tests.

It turned out to be a busy three days! First, I received the same training that all of the "readers" (scorers of open-response questions) receive. Then I sat with the readers as they scored 4th- and 11th-grade responses. I was totally impressed! I thought to myself, "These people know what they're doing!"

In the first place, readers must be qualified in the content areas they are scoring. The mathematics readers were engineers, retired and current teachers, college math majors, a cartographer and other folks who knew their math. The same level of expertise is required of people scoring in other areas.

But expertise didn't stand alone. To score Kentucky's tests, these content-qualified people had to complete an intense training procedure:

1. Each reader was trained to score three questions from each of the six forms of the Kentucky Core Content Tests. They used scoring guides developed by Kentucky teachers. They learned to set aside their own interpretations and score student responses strictly according to what Kentucky expected the answers to be at each performance level. Each reader had benchmark examples taken from close work between team leaders and contract consultants.

2. The readers' scores on the first three questions were evaluated. The readers who qualified on those three questions started training on the next three questions. Those who did not "qualify" received individual training. Yes, the company dismissed readers who failed to meet the scoring standards!



3. Readers began scoring in pairs to make sure they were comfortable with the process. Then they scored individually. Throughout this process, team leaders were there for consultation.

4. Team leaders then rescored each three-question set to ensure the quality of each reader's work.

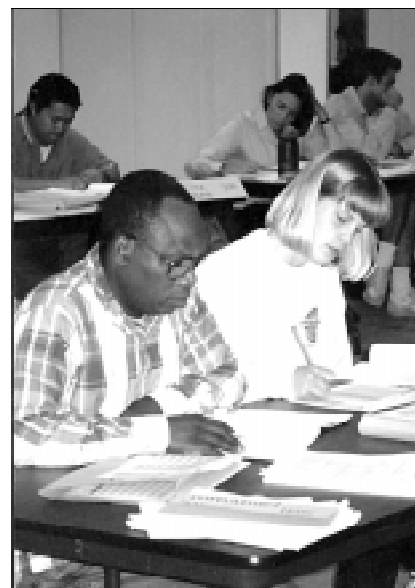
5. Team leaders reported how each reader scored each question. Readers whose scores were significantly above or below the group results received additional consultation.

6. Then came more training! Readers tackled the next three questions in the same test form. The leaders led discussions on the questions and Kentucky's performance expectations. One training session on an 11th-grade set of three mathematics questions lasted half a day; a science training lasted most of a day. Actual scoring began only when a group of readers was ready.

After witnessing this process firsthand, I no longer doubt the caliber of experience and knowledge of the people scoring our students' test responses. I saw *quality* in the process and in the people involved. From the day the test booklets arrived and were taken to a warehouse to be sorted, catalogued, repackaged and stored, through the training and scoring process, every step was monitored. Every step was part of a system that demands a quality product.

After teaching for 23 years in six grade levels from kindergarten through 7th grade, I am *finally* and *completely* sure that the test results we work so hard to achieve are responsibly, accurately and carefully compiled and reported. My goal now is to help other teachers feel just as confident about the scoring process. If you want to talk more about this topic, please e-mail me via the KETS global listing or [pcclemons@kde.state.ky.us](mailto:pcclemons@kde.state.ky.us), or phone me at (502) 564-3421. I'm excited and assured about what I saw, and I am available to tell any individual or group about it.

By the way, I have pictures!



Scorers working for Data Recognition Corp., the contractor for processing and scoring the Kentucky Core Content Tests, review student responses on tests administered last April.

Photo by Pam Clemons



# Where does your school stand in the education technology picture?

Kentucky Profile, FY '99

## KETS Funding

- Amount appropriated by the General Assembly for the KETS project since 1992: \$240 million
- Percentage of funding not yet matched by school districts: 6% (only \$16 million of \$240 million)
- Smallest KETS annual offer of assistance: \$24 per average daily student attendance in 1997-98
- Largest KETS annual offer of assistance: \$112 per average daily student attendance in 1998-99

## KETS Implementation

- Average student-computer ratio: 7.8:1 (goal 6:1)
- Average teacher-computer ratio: 1.8:1 (goal 1:1)
- Schools with high-speed Internet connection: 87% (1,184)
- Classrooms with at least one Internet connection for students: 80% (30,200)

- Classrooms that have a telephone for instruction: 40% (14,721)
- Schools with video receiving satellite dish: 100% (1,366)
- Classrooms that have video for instruction: 100% (37,734)
- District offices using KETS e-mail: 100% (176)
- Schools using KETS e-mail: 95% (1,307)
- Administrators with KETS e-mail accounts: 95% (8,770)
- Teachers with KETS e-mail accounts: 75% (30,139)
- Students with KETS e-mail accounts: 4% (23,428)
- Percentage of surveyed Kentucky teachers who "believe technology to be a powerful tool for helping them improve student learning": 76%
- Average hours of technology professional development per Kentucky teacher in the past 12 months: 8.1 hours (National average: 12.8 hours)



Photo by Rick McComb

Keyonia Casey and John Martin research the history of Mother's Day on the Internet. They used what they learned to design cards to take home.

## How you can start the technology discussion

If technology implementation is not keeping pace in your district or school, consider starting or joining the discussion with a goal toward filling local technology toolboxes. Ask these questions to identify the challenges and find solutions.

### Ask the superintendent and district technology coordinator:

- How much in KETS funds has the district matched and received?
- How much in KETS funds is in the district's escrow account? What plans does the district have to match and obtain those funds?
- Has the district considered all options for raising the required local match to receive KETS funds?
- Do district and school leaders know that some federal funds can be applied toward the local match requirement?
- Is the district taking advantage of Federal Communications Commission "e-rate" grants for file servers and wiring? Kentucky schools have saved \$49 million (\$88 per child) through this fund in FY99.

### Ask the principal and school council:

- What is the school's ratio of com-

puters to students? Computers to teachers? What plans is the council making to meet the state standard?

- Are most student workstations in the classrooms versus in labs? Computers in classrooms are more likely to be an integral part of instruction and learning.

- Is the school aware that it can double the money generated by various sources (fund raisers, for example) by applying those dollars to match KETS funds?

- Is the school making sure teachers get the professional development they need to use technology effectively in the classroom? Is technology infused into most of the core-content professional development?

- Do teachers, the principal and the school council know that education technology funds can pay for professional development? For partial or full salary of a technology integration specialist who will work with them one on one in the classroom? For attendance at the Kentucky Teaching and Learning Conference?

- Are teachers and the principal aware of the new technology standard for teachers that will be implemented in Fall 2000?

- What are the plans for increasing the uses of technology to support teaching and learning?

- Is technology meeting the diverse learning needs of students?

- Is the school preparing students to use technology in ways that apply to life-long learning and everyday problem solving?

### For More Information . . .

- If possible (note that all district offices have high-speed Internet access), check the Internet at [www.kde.state.ky.us/oet/planning/offers\\_of\\_assist/lmtoc.asp](http://www.kde.state.ky.us/oet/planning/offers_of_assist/lmtoc.asp). This site leads to information about match options for districts.

- Call the regional KETS engineer or KETS coordinator to request district-specific information about the availability and use of KETS funds.

- For details about the new technology standard for teachers, see [www.kde.state.ky.us/otec/epsb/standards/proposed\\_tech\\_std.asp](http://www.kde.state.ky.us/otec/epsb/standards/proposed_tech_std.asp) or phone Eileen Whaley at the Education Professional Standards Board office at (502) 573-4606 or send e-mail to [ewhaley@kde.state.ky.us](mailto:ewhaley@kde.state.ky.us) (or through the KETS global list).

## Technology Toolbox

(Continued from Page 1)

Couch cautions that while coming up with matching funds and deploying technology tools in the schools can be a challenge, those actions may be the "easiest" part of a successful technology program.

"Having the technology tools takes us only part way to our objective of having all teachers and students maximize these tools frequently in all parts of their instruction," he said. "This will require that a much larger percentage of teachers become skilled in using these tools in their instruction, either by attending training or having a technology training specialist work one on one with them in their classrooms."

To request this assistance or KETS data related to a specific district, contact the KETS engineer or the KETS coordinator in the appropriate Department of Education regional service center.

# Professional development now comes to teachers where they are — literally

Teachers, would you like professional development workshops to come to you instead of having to travel to them? The Kentucky Conference Center invites you to collaborate with educators anywhere in the world without leaving your own home or school. The cost? Free!

The center isn't a place but an online professional development model created by the Kentucky Department of Education and the Stanford Research Institute. This new model uses technology — e-mail, videoconferencing and other state-of-the-art electronic tools — to offer almost unlimited opportunities and possibilities for educators. It provides forums for sharing information and ideas. It can also extend traditional face-to-face teacher professional development experiences by helping teachers maintain connections with each other following traditional, in-person professional development events.

Teachers can link by computer at home or at school to take advantage of online discussions and training covering all areas of instruction, classroom management and professional development.

## 'Tap in,' too

The Kentucky Conference Center is a member of TAPPED IN (Teacher Professional Development Institute), an electronic medium that permits people worldwide to share information, ideas and resources. TAPPED IN is a growing national community of more than 3,600 school teachers, administrators and researchers who participate in online professional development programs and informal collaborative activities. They hold real-time discussions and classes, browse Web sites together, learn about professional development options, and interact via mailing lists and discussion boards.

Now operating in TAPPED IN with the Kentucky Conference Center are the National Science Foundation, the Swarthmore Mathematics Forum, the Lawrence Hall of Science and others. Thanks to these organizations, and others that will join in the future, teachers have online opportunities ranging from mathematics forums to informal discussions on instructional best practices. The agenda for fall 1999 includes this sampling of topics:

- playing and teaching with LEGO;

- using rubrics to promote student learning;

- Web tour of The Guide to Math and Science Reform;

- a prize-winning high school distance learning economics course;

- using Geometer's Sketchpad with algebra as well as geometry.

To participate in the TAPPED IN environment, teachers need Internet access with at least dial-up access of 28.8 kbs and a Web browser that supports

JAVA. (Netscape 3.0 and Internet Explorer 3.01 are examples of browsers that meet this requirement.)

For more information or an online tour of these new resources, contact Tim Smith at the Kentucky Department of Education at (502) 564-3421 or by e-mail through the KETS global listing or at [tsmith@kde.state.ky.us](mailto:tsmith@kde.state.ky.us). To explore the TAPPED IN environment, visit [www.tappedin.org](http://www.tappedin.org) on the Internet.

## 'Virtual Library' coming soon — and it's free to your school!

Kentucky educators and students will soon have free, in-school access to some of the most up-to-date information and resources available in the world. The Kentucky Commonwealth Virtual Library is scheduled to hit the virtual bookshelves in October.

The Virtual Library will feature Internet and proxy access to an abundance of information services, including indexing, abstracting and full-text databases of periodicals and other research sources for elementary, middle and high schools. An online, comprehensive encyclopedia will provide hyperlinks to Internet sites for student and teacher research. The package includes many more resources for teaching and learning, as well as access to other services such as interlibrary loans.

All of these learning resources will be free of charge to Kentucky public schools because the Kentucky Department of Education is contributing substantial funding to a statewide initiative involving universities, public libraries, special libraries, Toyota Motor Manufacturing and others. The department's commitment to the Commonwealth Virtual Library supports a primary objective of the Kentucky Education Technology System: to provide equitable access to learning resources and learning opportunity for every student.

Funding for P-12 participation in the Virtual Library is supported by the 5 percent portion of federal Technology Literacy Challenge Funds that states may reserve for administration of the grant.

"The department is pleased to be able to re-direct these funds to provide direct benefit to classrooms," said Diane Culbertson, information resources consultant with the department's Office of Education Technology.

To take full advantage of Commonwealth Virtual Library, a school must be connected to the Internet through the KETS network. If your school or classroom is not wired and you do not have access to the Internet, contact your district technology coordinator to find out when networking capability will be installed.

Schools with commercial contracts for online periodicals, encyclopedias and databases may want to extend those contracts on a month-to-month basis through October, when such services will become available at no cost at [www.kcvi.org](http://www.kcvi.org).

For more information, contact Diane Culbertson at (502) 564-7168 or by e-mail through the KETS global listing or [dculbert@kde.state.ky.us](mailto:dculbert@kde.state.ky.us).

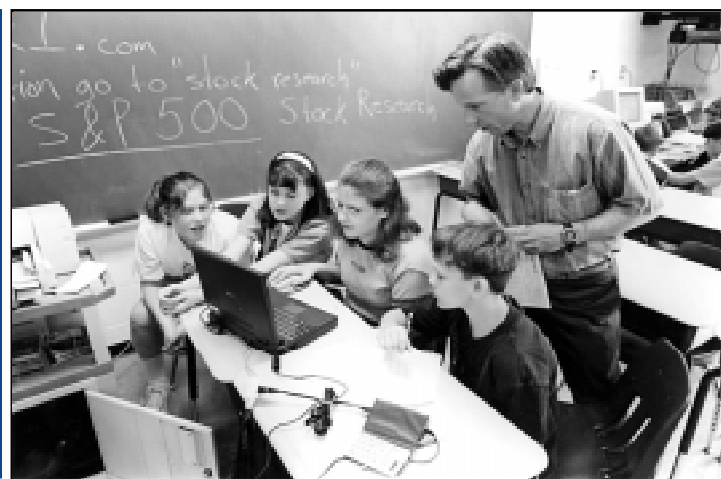


Photos by Rick McComb

**NATURE'S CLASSROOM** — Parent volunteer Cindy Wade helps students identify wildflowers growing in the outdoor classroom on the campus of Hearn Elementary in Franklin County.



# For Hustonville 'tech-know' teachers, using technology is second nature



Photos by Rick McComb

**Hustonville Elementary teacher Mike Tetirick observes as 6th-grade mathematics students research stocks on the Internet. Students use networked laptops to track "pretend" stock purchases to see how the market works.**

**By Faun S. Fishback**  
Kentucky Department of Education

Hustonville Elementary has "tech-know" teachers! They communicate via e-mail with one another and some parents. They post homework assignments on the school Web site. Because so many teachers at the Lincoln County school are "wired," using technology in the classroom has become almost second nature.

In Terrie Ralston's primary resource class, students listen as a computer text reader reads information from an Internet site.

Mike Tetirick's 6th-grade mathematics students check stock prices on laptop computers that connect to the Internet via a micronetwork. Teams of students track "pretend" stock purchases for three weeks to see how the market works.

Graphs are the assignment for upper primary students in Amy Orberon's class. They have created glyphs, symbols representing words or ideas, and used those glyphs to create stories about how they plan to spend their vacations. The youngsters count the number of glyphs used to answer certain vacation-related questions, put

their findings in a computer database program and make bar graphs or pie charts to illustrate those findings.

Donna Coffey's 5th-grade social studies students have researched the 50 states on the Internet. They make team presentations about their findings using a computer projection device.

Special education teacher Dolores Fegan searches the Web and compiles a weekly list of content-specific sites Hustonville teachers can use in their classrooms. Teachers keep the lists in a reference binder; a hard copy goes home with every student.

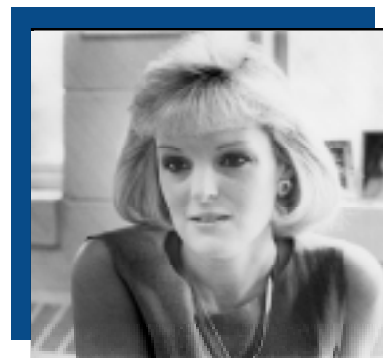
Computers in David Dickerson's music classroom have piano keyboards instead of typing keyboards. The addition of computers to his music program is the next logical step in teaching music, he said. Students can learn everything from the keys and sounds of instruments to music notation and composing.

The catalyst for what's happening at this Lincoln County school is Gwen Lawson. Five years ago she was teaching 6th-grade science, trying to emulate her mentor, Kathy Wilson, by providing hands-on activities for her students. Through her work with three state government agricultural and environmental education programs,

Lawson became convinced she needed technology to teach science. She had no technical training but sought help from others: a field representative for Kentucky Educational TV, local newspaper staffers, a "techie" friend of her husband.

With one computer lab and no networking among classroom computers, Lawson "knew the need for technology" and had a vision for the school. Four years ago, she became the school technology coordinator. Since then, she has worked to "make the school special" through several actions:

- writing a five-year technology plan that folds into the school's consolidated plan;
- networking the school's computers;
- creating a computer lab for primary students;
- expanding and updating a computer lab for upper elementary students;
- writing grants for classroom technology and peripheral equipment that can be shared;
- devising a micronetwork of five computers with Internet access that can be moved from class to class to reduce student-to-computer ratio (often to 3:1);
- establishing an in-school technology grant program;
- finding e-pals so classes can communicate with other students throughout the state, nation and world as part of their studies;
- teaching computer skills to teachers and parents;



**Gwen Lawson**

• empowering teachers to look for ways to embed technology in their content areas;

• creating a school Web site that is maintained by selected teachers and used by all teachers to spotlight student work and communicate with parents about classroom activities and daily homework assignments. Information is sent home in hard copy with students who do not have computer access at home.

Last year, Lawson was asked to align the school's science and mathematics curricula. As a teacher partner with the Appalachian Rural Systemic Initiative (ARSI), Lawson spends half of each day working with Hustonville teachers in these two content areas. She has completed the science curriculum alignment and is working on mathematics this school year.

The science curriculum is posted on every teacher's computer. The curriculum embeds specific technology activities in lessons, suggests software applications and gives Web addresses for supplementary information. The mathematics curriculum will be handled similarly, Lawson said.

Lawson encourages teachers to use computers to facilitate lessons only when it is appropriate — to add "color" to the classroom. Even so, she said, "the run time on our machines is at the maximum because teachers use them, and when our students are on the computers, they are focused on content and learning."

To learn more about teaching with technology at Hustonville Elementary, contact Lawson or any teacher mentioned in this story at (606) 346-3831 or by e-mail through the KETS global listing. Lawson's e-mail address is [glawson@lincoln.k12.ky.us](mailto:glawson@lincoln.k12.ky.us). Access the school Web site at [www.geocities.com/Athens/Forum/2117/index.html](http://www.geocities.com/Athens/Forum/2117/index.html) or from the Department of Education's Web site, [www.kde.state.ky.us](http://www.kde.state.ky.us) (click on the "Schools/Districts" icon at the bottom of the main page).

# Awards, Fellowships, Acclaim!

## How teachers can win state-level recognition

Ever wonder how teachers win those state "teacher of the year" titles, get prestigious fellowships or bask in other special recognition? Ever wonder how you can be in the running for such awards?

The Kentucky Department of Education sponsors or supports several programs that recognize all teachers by honoring the best of the best. Some programs require local competitive selection or nominations, but teachers can start the process by nominating co-workers or themselves. Use this page as a reminder to watch for recognition opportunities throughout the year.

### Teacher of the Year

The department sends information to superintendents each spring. Each district may nominate one elementary, one middle school and one high school teacher. Nominees complete an application that requires the signatures of the principal and superintendent. A statewide panel of judges representing the education, community and

business sectors chooses one winner at each level. The panel then selects one of the three to be the Kentucky Teacher of the Year, who represents the state in competition for the National Teacher of the Year title awarded by the U.S. Department of Education.

For details, visit [www.kde.state.ky.us/comm/commrel/awards\\_rec/teacher\\_of\\_the\\_year.asp](http://www.kde.state.ky.us/comm/commrel/awards_rec/teacher_of_the_year.asp). Donna Melton, coordinator for this program, can be reached at (502) 564-3421 or by e-mail through the KETS global listing or at [dmelton@kde.state.ky.us](mailto:dmelton@kde.state.ky.us).

### Christa McAuliffe Fellowship

The Kentucky Department of Education sends application information to superintendents each spring or early summer. Elementary, middle and high school teachers are eligible. Each state chooses one winner in the fall. Fellowships from the U.S. Department of Education range from \$25,000 to \$35,000 to enable and encourage outstanding teachers to continue their education or develop educational projects and programs.

It may be too late to begin the application process in time to meet this year's Sept. 17 deadline, but information about the program is posted on the Internet at [www.kde.state.ky.us/oapd/CM\\_information.asp](http://www.kde.state.ky.us/oapd/CM_information.asp). Donna Melton coordinates this program for Kentucky.

### Presidential Awards for Excellence in Mathematics and Science Teaching

Two science teachers and two mathematics teachers (one elementary and one secondary in each category) are selected from each state to receive the nation's highest award for teaching in those content areas. Each state finalist receives \$750 for classroom use. Each national finalist receives \$7,500 for classroom use plus a trip to Washington, D.C., to accept the award. Applicants must demonstrate how their teaching enables students to learn important mathematics and science concepts. For more information, contact Ann Bartosh, state mathematics coordinator, or Teresa Spurling, state science coordinator, at (502) 564-2106. Send them e-mail through the KETS global listing or at [abartosh@kde.state.ky.us](mailto:abartosh@kde.state.ky.us) and [tspurlin@kde.state.ky.us](mailto:tspurlin@kde.state.ky.us). The application packet can be downloaded from the Web at [www.ehr.nsf.gov/EHR/ESIE/awards/default.htm](http://www.ehr.nsf.gov/EHR/ESIE/awards/default.htm). Applications for the Year 2000 competition will be due in late February.

### Special Education Teacher of the Year

The department has given this award since 1978 in honor of Stella A. Edwards, a former head of the Office of Education for Exceptional Children.

The department sends applications to superintendents and district special education directors in August. A committee in each district may choose one nominee's application to submit to the department by mid-September. At the state level, an application review committee ranks the applications based on innovative teaching practices and dedication to children with special needs. A team visits the top three nominees' classrooms and interviews the nomi-

nees, their principals and regular education teachers before selecting the finalist.

The Special Education Teacher of the Year receives a plaque, public recognition and gifts. For more information, contact Artye Dulaney at (502) 564-4970 or [adulaney@kde.state.ky.us](mailto:adulaney@kde.state.ky.us) or Nancy Sanders at (502) 485-8203 or [nsander2@jefferson.k12.ky.us](mailto:nsander2@jefferson.k12.ky.us). Both are on the KETS global e-mail list.

### Kentucky Preschool Resource Classrooms

This program recognizes teachers who provide a high-quality learning environment for preschool students. The preschool coordinator and teachers at a preschool complete an application between May and September. Classroom visits occur from October through May.

The Kentucky Preschool Resource Classroom designation is valid for three years or until the lead teacher leaves the classroom. Subsequent site visits are needed to renew the designation. For more information, contact Barbara Singleton at (502) 564-7056 or by e-mail through the KETS global listing or at [bsinglet@kde.state.ky.us](mailto:bsinglet@kde.state.ky.us).

### Milken Family Foundation Educator Awards

This privately sponsored recognition includes a \$25,000 award to each recipient and a trip to California for a national conference and awards ceremony. Selection of winners is the final responsibility of the foundation, but various review mechanisms involve comment from a panel of Kentucky judges. There is no application or nomination process for this program. The selection process is year-round, culminating with a national announcement in September and a state awards banquet in March.

Kentucky Teacher of the Year Janice James and student Destiny Malone collaborate on a science experiment at Price Elementary in Jefferson County.



Photo By Rick McComb





**Grandparent Kay Burkes tries the potter's wheel while artist Liz Spurlock coaches at Roundstone Elementary in Rockcastle County. Community involvement is a major part of the school district's arts integration program.**

**By Sharon Crouch Farmer**  
Kentucky Department of Education

*Editor's Note: Rockcastle County is among 91 schools in the nation to be recognized for practices that create and sustain a commitment to public arts education (see Page 9). This article describes the district's approach to arts-based teaching and learning throughout the curriculum.*

They had just finished appearing in the latest production of "The Wolf-boy of Borneo." Cody Howard, Gabriel Stallsworth, Jeffrey Parker and Junior Smith still wore stage makeup. Even so, they were quick to make connections that demonstrated integrated thinking. The students at Roundstone Elementary School in Rockcastle County talked about music in mathematics and the science of dance.

"You may think it a challenge to make two contents collide," said Norma Eversole, a teacher at Roundstone, "but all you really need to do is provide the opportunity for that

to happen. The students will pick up the lead. It becomes real to them, and they blossom overnight."

Eversole coordinates Roundstone's schoolwide arts and humanities program. She cites increased thinking skills, better basic skills and an improved attitude toward school as obvious gains her students have made.

Improved self-esteem is a benefit as well, according to teacher Shelly Parkerson at the district's Mount Vernon Elementary. "Children who aren't successful in anything else begin to succeed," she said. "They accomplish things they never before tried."

Parkerson said she didn't feel qualified to teach art when the district first introduced the integration of the arts into core content in 1989. "But after I got into it, I realized that I didn't have to have that background and I didn't have to recreate my classroom, just add elements to what I was already doing," she said.

Parkerson doesn't spend a lot of time and money to integrate arts into lesson plans. "I just give the students

materials and a basic outline," she said, "and they take it from there." For example, when studying a specific era in history, Parkerson might distribute paints and paper to students and open a discussion of an artist of that period. That discussion then branches into areas of science (how colors were created and blended during that period), geometry (shapes, angles, curves in the artist's work) and social studies (customs, economics and politics reflected in the art).

Jennifer Mattingly, a senior English teacher at Rockcastle County High School, says that sometimes just getting started is the hardest part. "Talk to other teachers and draw from their experiences," she advises. "Pay attention to what your colleagues are doing and build on it."

Allene Cornelius learned that her sophomore and junior students — "even the ones I didn't think would enjoy such projects" — like to make things and enjoy simple things like role playing. "It's a good lesson for us all

in how the arts can communicate in a diverse society," she said.

Cornelius cautions that full integration of the arts and teachers' comfort levels with it won't happen overnight. "Give yourself some time to develop your own creativity and revamp often," she advises teachers. "Integrated lesson plans are really no more time consuming than regular ones; they are just from a different perspective."

Allen Pensol, basic arts coordinator for the district, said the goal for Rockcastle County teachers is not to give students fun things to do, but to develop interesting vehicles for learning content. He calls what the Rockcastle County teachers are doing "amazing," considering limitations in time and money.

"The school board, superintendent and principals, parents and community keep the effort going," Pensol said. "Each year, from funding all the way through homework assignments, Rockcastle County builds on what's been done."

## 13 Dos and Don'ts for Integrating the Arts Into Instruction

**Allen Pensol, Basic Arts Coordinator, Rockcastle County Schools**

1. Ask! Recruit the folks who have the money to be part of what you're doing.
2. Establish support for arts integration from diverse sources throughout the community, not a requirement.
3. If you ask your students to do an activity, you do it too.
4. Don't reinvent the wheel. Good ideas and good activities are already out there.
5. Use the state's "Core Content for Assessment" as a document for assessment. You don't have to do things exactly as presented in the document; it's just an example.
6. Concentrate on delivering small bits of information at a time with intense learning, not just memorize, before they move on.
7. Start building toward high school activities in elementary school.
8. Seek and tap into new resources. Use funding from other areas to make your curriculum. Make requests for professional development. (You surely won't get it all.) Your school board is part of your community and is there to support and participate. Administrators must keep the effort going and make sure teachers know they support it.
9. Develop a plan and continue to revamp it to meet the needs of students and the community.
10. Make sure all students are given the opportunity to show their talents. It's reinforced.
11. Let students drive instruction.
12. Don't let up.
13. Don't let guidelines or expectations restrict you. You can move beyond them.



# 'lide' in Rockcastle schools

## Rockcastle's arts integration garners national recognition

Rockcastle County Schools, a rural district with 15,000 students, is among 91 school districts profiled in a nationwide report that identifies conditions and practices that create and sustain a commitment to public arts education.

The report, "Gaining the Arts Advantage: Lessons from School Districts That Value Arts Education," was issued last spring by the President's Committee on the Arts and Humanities and the Arts Education Partnership. It also recognizes Kentucky's Jefferson County Public Schools for the district's involvement with a community consortium of more than 50 cultural resource representatives and educators who create, promote and review cultural resource programs for Kentucky students.

The report recognized the Rockcastle County district's school board and superintendent support, the work of a district arts coordinator and the use of national, state and other outside resources. The district's basic arts education curriculum is the work of a committee of teachers, administrators, arts specialists and parents collaborating with an artist-in-residence. After three years of funding support from the Kentucky Arts Council, the district — with the help of its partners — assumed full funding. Today, expanded requirements and electives in arts and humanities, plus expanded facilities, opportunities and experiences, demonstrate the entire community's commitment to arts education and integration.

The arts are integrated into every grade level. An arts and humanities class rotates among grades at each of the elementary schools. Middle school requirements include integrated dance and drama, creative writing and multicultural studies. High school electives include arts careers instruction, art appreciation and drama.

Both elementary and middle schools have multipurpose areas for displaying student work, a performance stage and rehearsal space. The new high school has an expanded visual arts instruction and exhibition facility. A new 450-seat theater hosts concerts, lectures and dramatic productions. The district has expanded the staff of arts specialists by 60 percent to the present cadre of 15 arts teachers. Professional development opportunities for both specialists and classroom teachers have tripled over the past 10 years. Teachers at all levels are drawing natural parallels between the sciences and the arts while relating skills to authentic experiences. An estimated 90 percent or more of Rockcastle's teachers reflect arts in instruction.

All of this leads to the most important reason for the Rockcastle program's recognition: The program demonstrates that students with little or no skill in the arts are able to learn through the arts in multidisciplinary units of study to excel in basic skills.

"Gaining the Arts Advantage: Lessons from School Districts That Value Arts Education" is posted on the Internet at [www.pcah.gov/gaa/profiles.html](http://www.pcah.gov/gaa/profiles.html). To request a printed copy, send an e-mail to [pcah@neh.gov](mailto:pcah@neh.gov) or call the President's Committee on the Arts and Humanities publication hotline at (202) 682-5540. Include your name, address, telephone number, title of the publication and any special

needs or considerations.

For more information on arts integration programs, contact Jimmie Dee Kelley at (502) 564-2106 or send her e-mail through the KETS global listing or to [jkelley@kde.state.ky.us](mailto:jkelley@kde.state.ky.us). For details about Rockcastle County's integrated arts education strategies, call Allen Pensol at (606) 256-2125 or send e-mail to [apensol@rockcastle.k12.ky.us](mailto:apensol@rockcastle.k12.ky.us).



Carl Cain and his daughter Morgan create in pencil during Art Day at Roundstone Elementary. They were among 200 people participating in the event last spring.

## Rockcastle teachers talk about the arts

*"Incorporating the arts into academic areas allows us to have another avenue of learning for all students. We, the teachers, are learning and growing, too."*

Nancy Hale, gifted and talented instructor, Rockcastle County Schools

*"The expressions on the students' faces and the conversations filled with excitement when a child has experienced success in a culminating activity that challenged him to show what he knew through the arts — that's all you need to see the importance of integrating the arts."*

Patsy Alcorn, intermediate teacher, Brodhead Elementary School

*"The program here is in line with Gardner's 7 multiple intelligences. Our schools and our community have become much more tolerant and understanding of diversity of all students with the integration of this Basic Arts program."*

Tracy Gabbard, social studies teacher, Rockcastle Middle School

By Sharon Crouch Farmer  
Kentucky Department of Education

Katy Drinkhouse, a 6th-grade teacher at Grandview Elementary (Bellevue Independent), said it might have been the chance to compete. Or maybe it was the food. Or maybe the recognition or the personal contact with a local celebrity.

Whatever motivated the students, Drinkhouse and other teachers at the school have been "WOWed" by the Writer of the Week program initiated last school year.

Principal Adèle Gormley talked recently about the program's beginning. "I wanted to be visible and involved with the students, and I wanted the community to be involved," she said. "I also knew that the writing curriculum needed to be strengthened. A Writer of the Week program seemed a natural way to reach all of those goals."

In the program, students submitted writing pieces each week for judging by a panel of staff, parents and community members. Title I reading teacher Rose Schweitzer came up with the idea of including a "celebrity" judge each week. A firefighter, the postmaster, the mayor, police officers and a news anchor have served in that role.

In view of the broad range of writings submitted — from students in first-year primary through 6th grade — judging criteria considered the levels of development and the amount of effort students put into their writing. Although the intent of the program was to recognize one top writer each week, winners usually numbered from three to five.

"All of our distinguished and proficient writers won in the first few weeks," Gormley said. "But the writing of all students got better every

week, reinforcing the belief that the additional time we were spending on writing was paying off."

Winners had lunch with the celebrity judge and Gormley. Area restaurants provided food for the students, and the PTA provided food for the celebrity judge. The restaurants also posted the writings where friends and family could see them.

"I made a big deal about it on the school announcements," Gormley said, "and certificates signed by the celebrity judge were presented to the winners." As further incentive, every student whose writing was submitted by a teacher received a certificate for free food, a video rental or other item.

"Students adored the competition," says Drinkhouse. "They wanted to have work to submit, so they got in-



Photo by Rick McComb

**Writer of the Week Bridgette Park and architect/"celebrity judge" Vic Camm review Bridgette's prize-winning work during a special lunch at Bellevue Independent's Grandview Elementary. Local business and community leaders select outstanding student writing each week. Teachers say the program has multiple benefits, including improved student writing skills.**

involved in writing. Some began writing on their own time."

Schweitzer, the Title 1 reading teacher, said she was impressed with how the quality of writing improved. "It got harder each week to eliminate pieces to keep under our five winner limit," she said. "The enthusiasm of our students and teachers for writing really picked up."

Jodi McIntosh, a gifted education teacher, credits the program with building class spirit and self-esteem.

"Cheers came from the rooms of the winning authors," she said. "I often heard students congratulating winners and offering positive comments." McIntosh added that the program also "helped instill the belief that hard work will be rewarded and that, if you try your best, your effort will not go unnoticed."

Because writing was done on a daily basis anyway, teachers found that the program fit into the curriculum rather than becoming an extra task.

"It was not really time consuming," says Drinkhouse, "but it kept us on our toes. Without ample opportunity to write, the pool of pieces would start to dwindle. As long as we kept students writing consistently, teachers didn't feel pressured by a weekly call for entries."

This year, the Writer of the Week program will continue, and more local restaurants have signed up to participate. Gormley plans to incorporate another idea from a teacher: making a book of all the writings, with copies for the students, the celebrity judges and the businesses that provide lunches.

For more information on the program, contact Gormley at (606) 261-4355 or by e-mail through the KETS global listing or at [agormley2@bellevue.k12.ky.us](mailto:agormley2@bellevue.k12.ky.us).

## What's your out-of-the-box idea?

You probably have a "crazy" idea for bringing innovation and excitement to teaching and learning. Why not follow up? Your idea just might work! When it does, share the news in *Kentucky Teacher*. Send information to [kyteach@kde.state.ky.us](mailto:kyteach@kde.state.ky.us) or call Fran Salyers at (502) 564-3421.



# The Civil War comes home for Graves County students

By Carol Phillips  
Graves County Middle School

*Carol Phillips is the library media specialist at Graves County Middle School and coordinator of the district's week-long Civil War event.*

Not many students have the chance to walk out of their classroom and turn back the clock 134 years, but the students of Graves County's middle school and high school did so last spring. In a combined effort, teachers and administrators planned a week of activities that gave students a chance to learn first hand what life was like during America's Civil War.

All of this began when Tommy Scott, the school district's secondary curriculum coordinator, contacted the Kentucky Historical Society to schedule a visit by the Kentucky Historymobile. When teachers and community members learned that the mobile display about the Civil War

would be on the Graves County campus for an entire school week, they began to plan other activities that would enhance the visit for students.

After brainstorming sessions and phone calls to approximately 50 people, teachers and school secretaries had developed a long list of volunteers — some of them experts about the time period — who wanted to be involved.

Teachers began connecting the Civil War theme throughout the curriculum. Eighth-grade teachers planned a Civil War social studies unit to coincide with the week. Language arts teachers assigned students to read "Across Five Aprils" by Irene Hunt. One team of teachers had students research a battle, then write a technical paper about that battle plus a personal narrative placing themselves in that time and place.

In mathematics class, students used statistics to make graphs. They also used computers to do research, produce time lines, design brochures to inform parents about the week's events, and write and publish a Civil War newspaper.

The week's activities were many and varied:

- The high school drama department wrote and performed a play based on the life of a young Confederate sympathizer shot as a spy.
- An archaeologist, a genealogist and other speakers made presentations on family life, the war's local impact, excavations of a cannon and a Union fort in nearby communities, and Civil War military generals.
- Two reenactment groups (the 3rd and 7th Kentucky) set up an encampment to show students what soldiers used, what they did and what they ate. Some of the district's food service staff dressed in period costumes and served food cooked over an open fire.
- Students took field trips to sites pertinent to their studies.

• Community volunteers developed displays of local artifacts.

• The middle school chorus and the middle and high school orchestra performed period music.

• Eighth-graders learned period waltzes and the Virginia reel.

Teachers planned events to emphasize the impact the war made on Graves County. Students everywhere learn about Gettysburg, Shiloh and Bull Run, but the goal of this week was to make students aware that citizens of Mayfield and Western Kentucky were involved in what was happening, that local families were affected just like those elsewhere.

The goal was to bring the Civil War home.



A 3rd Kentucky Infantry soldier (reenactor Harry Reed) shares his uncle's letters describing Civil War experiences.

Photos by Mark Dobson, Senior, Graves County High School



Graves County students gather 'round to hear Wayne Tate talk about a Confederate soldier's daily life.

## More About the Historymobile

The Kentucky Historical Society's Historymobile is a 40-foot semi-trailer containing exhibits about the state's history. The present exhibit contains photographs, text, artifacts and a 10-minute video that examine the state's involvement in the Civil War from both civilian and military perspectives. Support for both the Union and the Confederacy and the war's ultimate impact on Kentucky are examined. Uniforms, equipment, weapons, a medical kit and a re-created "parcel from home" illustrate the everyday life of a soldier.

Exhibits are geared to students in grades 4 through 12. A knowledgeable interpreter is prepared to answer questions about the materials on display.

Historymobile visits are free of charge to schools. Presentations are also available at nominal cost to libraries, parks, community centers, fairs, festivals and other appropriate events.

The Historymobile, built in 1973, is not accessible to people with mobility disabilities. A new exhibit trailer with an ADA-compliant ramp system is now under construction.

Because the Historymobile is usually booked several months in advance, early planning is important. The truck does not travel between Thanksgiving and March. To request more information or schedule a Historymobile visit, contact Will Ticknor or Wayne Cabral at (502) 564-1792, extension 4422, or by e-mail at [will.ticknor@mail.state.ky.us](mailto:will.ticknor@mail.state.ky.us) or [wayne.cabral@mail.state.ky.us](mailto:wayne.cabral@mail.state.ky.us).

In August 2000, the Historical Society will introduce the new Historymobile trailer with a new exhibit: The Life and Legend of Daniel Boone.



# Want to get parents involved? Check out this book!

By **Ruth Odor**  
Grant County Public Schools

*Ruth Odor is the public information officer for the Grant County school district and a member of the Kentucky School Public Relations Association.*

**W**ish you could get your students' parents involved in their children's learning? Looking for ways to boost parent and community enthusiasm and support for public educa-

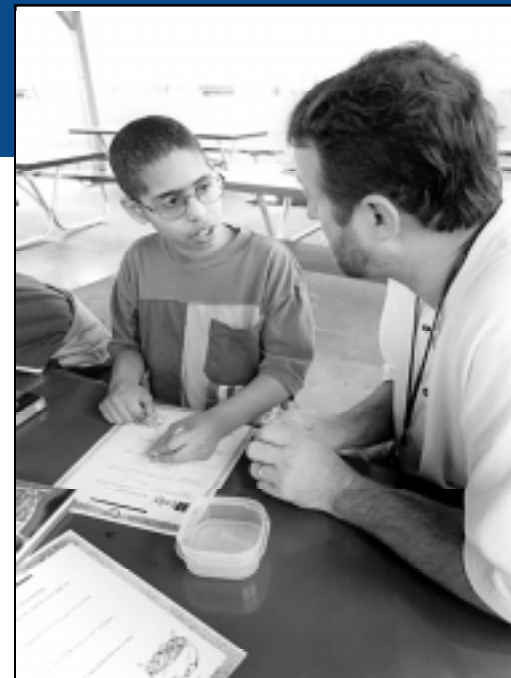
tion in general? A new book by a parent might be a good place to start.

With much talk across the country of turning to alternatives to public schools, the recent publication of "How To Give Your Child an Excellent Public School Education" by Susan Mansell comes at an opportune time. While it is designed to be a handbook for parents, it also markets public education — an encouraging thing for educators who have chosen to become public school teachers.

Of the seven schools in the nation featured in the book, one is a Kentucky school: Dry Ridge Elementary in the Grant County district. The featured schools are in different regions of the country and serve different ethnic and socio-economic populations, but all have two things in common: success in educating students and effective parent involvement.

Mansell devotes one chapter of her book to school management councils and introduces it with a section entitled "Kentucky Leads the Nation." She calls Kentucky a forerunner in the national school council movement and spotlights Dry Ridge Elementary's council as an example.

**Dry Ridge Elementary student Matthew Scott gets some pointers from parent volunteer Paul Hammond during a science experiment in the school's outdoor classroom. The school's strong parent participation in school projects and school management is featured in a book about excellence in public education.**



Photos by Rick McComb

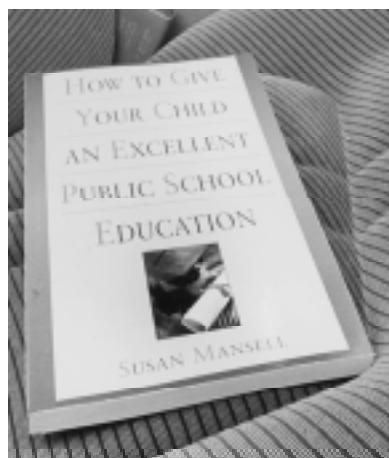
The book offers practical school-parent-community partnership ideas for teachers, principals and parents. The ideas are organized by three topics: improving the physical plant, raising the academic performance of students, and improving community spirit inside and outside the school.

Teachers and principals will find tips for getting parents to volunteer, starting or improving an after-school program, raising funds, using technology and handling safety issues. The book can be a valuable resource for

schools and parents. Parents have power, and their involvement in public schools can provide answers to present-day critics of public education.

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"How To Give Your Child an Excellent Public School Education" by Susan Mansell was published in November 1998 by Citadel Press (ISBN 0806519991). This 224-page paperback is available through most book stores.



## Examples of Involvement at Dry Ridge Elementary

Parent and community involvement was a big factor in Dry Ridge Elementary's National Blue Ribbon School of Excellence status in 1997. The involvement continues to increase. The most recent project is an outdoor nature classroom and fitness/activity center, a joint effort of students, the school council, PTA and the community.

A committee of 12 students from 3rd through 6th grades began work on a plan to build the new facilities. The students did most of the planning and design.

The outdoor classroom includes a nature trail, wetland area, wildlife observation area, bird sanctuary, butterfly garden, erosion study area, wildflower garden, creative writing sites, insect observation area and environmental education site. The classroom supports learning in science, mathematics, language arts and social studies.

The playground will contribute to the Safe Schools Program, for it is on the playground that students learn much about getting along with others and handling conflicts.

PTA parents conducted fund-

raisers; parents and community members contributed lumber and built the pavilion; businesses made donations for equipment. In December 1998, everyone joined in a celebration of the project's completion.

Other parent involvement activities at Dry Ridge Elementary include Grandparents Day, when senior family members are invited to a luncheon in their honor at the school; a winter coat drive; a fall festival; the annual Santa Shop; a parent-teacher resource center; and a lending library with books for parents. A PTA coordinator matches

teachers with parent volunteers. Parents who want to help but cannot do so during school hours because they work are given jobs they can do at home.

*For more information on parent and community involvement at Dry Ridge Elementary, contact Ruth Odor at (606) 824-3323 or [rodor@grant.k12.ky.us](mailto:rodor@grant.k12.ky.us), or the school's principal, Connie Deats, at (606) 824-4484 or [cdeats@grant.k12.ky.us](mailto:cdeats@grant.k12.ky.us). Both are also listed on the KETS e-mail global listing.*



## Department schedules sessions on consolidated planning

The Department of Education has scheduled regional sessions offering technical assistance for educators taking part in the district and school consolidated planning process. A series of five three-hour sessions for 1999-2000 starts with the basics and guides educators through the steps to completion of their plans:

Session 1: overview of the purpose of consolidated planning, the planning process, time lines and resources;

Session 2: guidebook revisions and updates, needs assessment, implementation and impact check, data analysis, developing priority needs and goals, Successful School standards, plan organization;

Session 3: planning for improved student achievement, managing the process, identifying research-based practices;

Session 4: resources and budgets, including categorical programs and other fund sources, resource integration, the funding matrix;

Session 5: final steps, including internal and external review, electronic applications, implementation and impact check, program amendments.

Details about times, locations and content of these sessions are posted on the Department of Education's Web site, [www.kde.state.ky.us](http://www.kde.state.ky.us) (under "Consolidated Planning" from the pull-down menu) or from the department's regional service centers. Information also is available from Pauline Carr, (502) 564-4970 or [pcarr@kde.state.ky.us](mailto:pcarr@kde.state.ky.us) (or through the KETS global list). Participants must register in advance with the appropriate regional service center.

The information provided in these sessions will also be presented on KET Star Channel 703 in five separate telecasts starting on Oct. 15. Schedule information is available on the Internet or from Pauline Carr.

### Consolidated Planning Technical Assistance Sessions

Region	Session 1	Session 2	Session 3	Session 4	Session 5
1	Oct. 4, 5	Nov. 3, 4	Dec. 1, 2	March 1, 2	April 3, 4
2	Sept. 14	Oct. 27; Nov. 4, 5	Jan. 10, 11 12	March 7, 8	May 8, 10, 12
3	Sept. 28	Oct. 19	Nov. 29	Feb. 29	April 18
4	Sept. 28	Oct. 26	Nov. 19	Feb. 29	April 14
5	Sept. 28	Oct. 26	Dec. 1	March 9	April 11
6	Sept. 16	Oct. 22	Dec. 3	March 3	April 14
7	Sept. 20	Oct. 26	Nov. 30	Feb. 29	April 25
8	Sept. 24	Oct. 29	Dec. 1	March 16	May 18

## National experts to speak on school communications

Steve Knagg, past president of the National School Public Relations Association, and Dick Thornton, the association's president elect, will be featured speakers at the Kentucky School Public Relations Association (KYSPRA) fall conference, Nov. 2 and 3 at the Executive West in Louisville. On Nov. 2, Knagg will present a three-hour workshop, "Get Real: Quality Communication Techniques for Chaotic Times." Thornton will be the keynote speaker on Nov. 3.

The agenda also includes presentations on hot topics in school-community relations, lobbying on legislative issues and cultural sensitivity in school publications. This year's OASIS awards for outstanding achievement in school information services will be presented by the recognition program's co-sponsors, KYSPRA and the Kentucky School Boards Association.

"We encourage each school to send one representative or a team," said Cheryl Hodges, KYSPRA president and public relations director for Livingston County Public Schools. "The conference will offer ideas and proven communication strategies participants can take back and put into action with their school councils, faculty and staff, or at the district level."

Conference and lodging registrations are due Sept. 30. Late registrations will be accepted if space is still available.

For more information, visit [www.livingweb.com/kyspra](http://www.livingweb.com/kyspra) on the Internet or contact Dona Rains, public relations director for Paducah Independent Schools, at (270) 444-5600, ext. 5623, or [drains@paducah.k12.ky.us](mailto:drains@paducah.k12.ky.us).

## Help parents understand testing and test results

First-round scores on the Kentucky Core Content Tests will be released soon. Will parents and others in your community understand what the numbers mean?

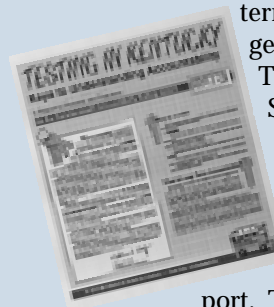
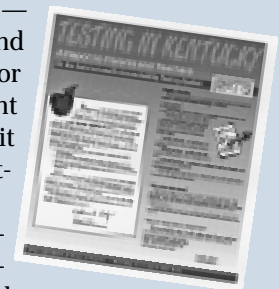
Communication will be the key to making test scores and other Commonwealth Accountability Testing System data understandable and useful. The Kentucky Department of Education has produced three publications to support your local communication activities:

- "Testing in Kentucky, Part One: Assessment" — introduces CATS, provides sample test questions and responses, and suggests student preparation tips for teachers and parents. In March, the department shipped this item to schools with a request that it be sent home with every student before spring testing.
- "Testing in Kentucky, Part Two: Accountability" — defines accountability, explains the long-term accountability model and suggests ways parents can support school improvement.

The department shipped this item to schools in early September with a request that it be sent home with each student before or along with the release of test scores.

• "Score Interpretation Guide" — interprets the various numbers on the CTBS Individual Report and the Kentucky Core Content Individual Report. The department will deliver this item in time for schools to send home with individual student score information.

**Educators: These tools are for your use. Need copies? Check with your school's principal or contact Windy Newton at (502) 564-3421 or [wnewton@kde.state.ky.us](mailto:wnewton@kde.state.ky.us).**







## Students to showcase technology skills

Students throughout the state will show what they can do with technology — and learn to do even more — during eight regional Student Technology Leadership Program showcases to take place in October and November.

This annual event is open to students, teachers, administrators, legislators and the community. Showcase coordinator Elaine Harrison, a technology consultant with the state Department of Education, calls the event “a great opportunity for students to learn new skills and for the public to see empowered students using technology in innovative ways.”

Some students who participate in the showcases will be invited to participate in the Kentucky Teaching and Learning Conference (formerly the Kentucky Education Technology Conference) in March 2000 in Louisville. These students will be cyber-reporters, conference assistants, videographers, engineers and presenters in conference sessions and school showcases demonstrating technology projects associated with the core content and student and teacher technology standards.


Showcases are scheduled in all eight education regions:


- Region 1: Oct. 23, Calloway County Middle School, Murray
- Region 2: Nov. 12, Western Kentucky University, Bowling Green
- Region 3: Oct. 23, Jefferson Mall, Louisville
- Region 4: Nov. 22, Carroll County High School, Carrollton
- Region 5: Nov. 13, Paul L. Dunbar High School, Lexington
- Region 6: Nov. 2, Rural Development Office, Somerset
- Region 7: Nov. 20, Mason County Middle School, Maysville
- Region 8: Nov. 20, Knott County High School, Hindman


Student Technology Leadership Program coordinators wishing to register students or groups to participate in the showcase may register online at [www.kde.state.ky.us/oet/customer/stlp](http://www.kde.state.ky.us/oet/customer/stlp). For exact locations and times, contact Elaine Harrison at the Department of Education by phone at (502) 564-7168 or by e-mail through the KETS global listing or [eharriso@kde.state.ky.us](mailto:eharriso@kde.state.ky.us).


## Talk to us!

Teachers: *Kentucky Teacher* wants to know what you think, what you need from the Department of Education, what you want to see in future issues.

 E-mail [kyteach@kde.state.ky.us](mailto:kyteach@kde.state.ky.us)

 Phone (502) 564-3421 or (800) 533-5372  
(toll free in Kentucky)

 Fax (502) 564-6470

 Write *Kentucky Teacher*  
1914 Capital Plaza Tower  
500 Mero St.  
Frankfort, KY 40601

## STLP training coming again on KET this fall

A second series of video training programs will be available for the training of students and educators in state-recognized Student Technology Leadership Programs (STLPs) this fall.

The second set of STLP training videos will be transmitted over KET from 4 p.m. to 5:30 p.m. ET (3 p.m. to 4:30 p.m. CT) on Channel 703 on Nov. 8. In the first segment of this follow-up to a series aired in early September, Terri DeYong and Dave Sigler of the Department of Education's Office of Education Technology discuss local and wide area networks. In the second, STLP students from Harrison County Kentucky Tech demonstrate the wiring skills they used to wire a school in the district. The third segment features Madison County STLP students demonstrating how they maintain the district's e-mail system and train people to use it.

STLP coordinators and students are advised to use a set of lesson plans before and after viewing the videos. The plans are posted on the Web at [www.kde.state.ky.us/oet/customer/stlp/videotrain.asp](http://www.kde.state.ky.us/oet/customer/stlp/videotrain.asp).

Information on this series is available from the STLP Web site at [www.kde.state.ky.us/oet/customer/stlp](http://www.kde.state.ky.us/oet/customer/stlp), or from Elaine Harrison, state STLP coordinator, at (502) 564-7168 or [eharriso@kde.state.ky.us](mailto:eharriso@kde.state.ky.us) (or through the KETS global list). Copies of the first series are available for purchase. For details, phone Donna Frost at (502) 564-2000 or send e-mail to her through the KETS global list or to [dfrost@kde.state.ky.us](mailto:dfrost@kde.state.ky.us).

## Four Kentucky teachers win Presidential Awards

Four Kentucky teachers received the 1999 Presidential Awards for Excellence in Mathematics and Science Teaching in ceremonies during the summer at the White House.

These four Kentuckians received the nation's highest honor given to science and mathematics teachers:

- Donna Hepp, mathematics teacher at Highland Middle School in Jefferson County;
- William Hill, a mathematics teacher at Casey County High School when he was selected a winner. He is now a highly skilled educator with the Department of Education who works with low-performing schools.
- Lynn Earl Huddleston, science teacher at Hazelwood Elementary School in Jefferson County;
- Ramona Jaynes, science teacher at Corbin (Independent) Middle School.

The award recognizes knowledge of content, ability to help students learn and leadership in improving the way science and mathematics are taught. Each teacher received a presidential citation and a \$7,500 grant for his or her school from the National Science Foundation, which administers the program.

Watch future issues for more about these nationally recognized teachers.

## Arts grant requests are due Oct. 15

Teacher Incentive Program (TIP) grant forms are now available from the Kentucky Arts Council. TIPs are short (one- to two-week) residencies that place professional artists in schools to give students hands-on arts experiences in theater, dance, music, visual arts or literature.

Grant applications are due Oct. 15. E-mail [john.benjamin@mail.state.ky.us](mailto:john.benjamin@mail.state.ky.us) or phone 1-888-833-2787 (toll free) to request forms or information.

## Oops!

On Page 6 of the August issue, an example of the revised Kentucky Core Content for Assessment for elementary social studies, government and civics incorrectly included the word “levels” instead of “branches.” The correct statement is “The three branches of government are legislative (propose bills/make laws), executive (carry out or enforce laws) and judicial (interpret laws).”



# THE Bulletin Board

By Lisa York Gross  
Kentucky Department of Education

## Middle school association schedules conference

The Kentucky Middle School Association will host its annual conference Oct. 14-16 at the University Plaza and Conference Center in Bowling Green. The conference theme will be "Student Achievement: It's a Team Effort."

CONTACT: Larry Watkins, Butler County Middle School, [lwatkins75@butler.k12.ky.us](mailto:lwatkins75@butler.k12.ky.us), (502) 526-5624

## Exemplary partnership initiatives are conference focus

Exemplary education partnership initiatives from Kentucky and several other states will be showcased at the Bold Journey Partnership Conference Oct. 10-12 at the Northern Kentucky Convention Center in Covington. The agenda includes more than 60 seminars and workshops. The event is sponsored by a partnership of 14 business and education organizations.

CONTACTS: Andy Downs, Kentucky Chamber of Commerce, (502) 695-4700, [adowns@mis.net](mailto:adowns@mis.net); Karen Schmalzbauer, Kentucky Department of Education, (502) 564-3678; [kschmalz@kde.state.ky.us](mailto:kschmalz@kde.state.ky.us).

## Appalachian resource guide now available for teachers

A new, literature-based resource guide on Appalachian culture is available from Forward in the Fifth, a nonprofit organization that promotes educational improvement in southern and eastern Kentucky. The guide, "Appalachian Literature, Appalachian Culture: Literature-Based, Cross-Curricular Activities for the Primary and Intermediate Classrooms," includes 200 pages of stories, activities and projects for teaching about the region's culture and heritage across all content areas.

The guide costs \$14.95 plus 6 percent state sales tax and \$4 for shipping and handling. Order from Harmony House Publishers, 1008 Kent Road, Goshen, KY 40026; (800) 809-9334.

## History Center hosts Vietnam War exhibit

"Requiem," an exhibit of Vietnam War photographs taken by 135 photographers who died during the conflict, will open at the Kentucky History Center in Frankfort on Oct. 1. Tours are available for secondary students on weekdays except Monday through Nov. 12. Activities of interest to teachers include an opening forum and the development of educational materials.

CONTACT: Vicky Middleswarth, (502) 564-1792, ext. 4425; [vicky.middleswarth@mail.state.ky.us](mailto:vicky.middleswarth@mail.state.ky.us)

## Teachers' workshop on bluegrass music set

The International Bluegrass Music Association (IBMA) will host a teachers' workshop titled "Introduction To Bluegrass Music and Core Content Applications" on Oct. 23 from 9 a.m. to 4:30 p.m. at the Galt House in Louisville. Activities will include a multi-media presentation on the history of bluegrass music and live music demonstrations. Teachers will receive information on using bluegrass in the classroom and sample lesson plans on the elementary and secondary levels.

Featured presenters include Ricky Skaggs, Darrin Vincent and Paul Brewster.

There is no charge for the workshop, which is limited to 60 Kentucky teachers. Participants who complete the course will receive a certificate for possible professional development credit.

CONTACT: Nancy Cardwell, IBMA, (888) GET-IBMA; (270) 684-9025; [nancyc@ibma.org](mailto:nancyc@ibma.org); [www.ibma.org](http://www.ibma.org)

## 'Entrepreneurs' curriculum offered

The Kentucky Council on Economic Education offers "Entrepreneurs in Kentucky," a new EconomicsAmerica curriculum that emphasizes basic economic concepts and entrepreneurship through the study of Kentucky history, business and economic development.

The curriculum kit includes a teacher's manual, profiles of Kentucky entrepreneurs, suggestions for business partnerships, Internet links and video tapes. Kits are available at \$35 each for intermediate, middle and high school grades.

The council also offers regional professional development programs for teachers interested in teaching entrepreneurship.

CONTACT: Kentucky Council on Economic Education at its new location, 4010 DuPont Circle, Suite 360, Louisville, KY 40207; (502) 893-3299 or toll free (800) 436-3266; fax (502) 893-4229; [info@econky.win.net](mailto:info@econky.win.net)

## Science teachers to meet Nov. 4-6 in Lexington

Science teachers looking for new ideas for instruction can find them at this year's Kentucky Science Teachers Association (KSTA) fall conference, scheduled for Nov. 4-6 at Heritage Hall East and the Hyatt Regency in downtown Lexington. The general session will feature guest speaker Sylvia Branzei, author of the popular "Grossology" children's book series about the human body.

Each teacher interested in participating in a scheduled "share-a-thon" session is asked to bring 100 copies of an inquiry-based activity to the registration desk and pick up a session ticket.

CONTACT: Ken Rosenbaum, KSTA, PO Box 192, Harrods Creek, KY 40027-0192; (888) 299-6408; [Krosenbaum@aol.com](mailto:Krosenbaum@aol.com); [www.hardin.k12.ky.us/ksta](http://www.hardin.k12.ky.us/ksta)

# Kentucky Teacher

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Commissioner of Education . . . . . Wilmer S. Cody

Associate Commissioner . . . . . Hunt Helm  
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Director . . . . . Armando Arrastia  
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Editor . . . . . Fran Salyers

Copy Writers . . . . . Sharon Crouch Farmer  
Faun S. Fishback  
Lisa York Gross

Photographer . . . . . Rick McComb

Graphics and Design . . . . . Susie Morrow, Manager  
Barbara Burch  
Bill Davis  
Michael Gray

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# Kentucky Teacher

News for the Nation's Most Innovative Educators

SEPTEMBER 1999



Photo by Rick McComb

**STEP BY STEP** — Teacher Chris Williams helps student James Clark find his way around on his first day at Frankfort Independent's Second Street Elementary.

"I was invited to observe the scoring of our first CATS Kentucky Core Content Tests. This was my chance to confirm my suspicions about the scoring procedure! I ... sat with (scorers) of 4th- and 11th-grade responses. I was totally impressed! ... These people know what they're doing!"

Pam Clemons, Fayette County teacher on special assignment, on unexpected discoveries about state test scoring. See Page 3.

Kentucky Department of Education

Wilmer S. Cody, Commissioner

Visit the Kentucky Department of Education's Web site: [www.kde.state.ky.us](http://www.kde.state.ky.us)